DOCUMENT RESUME

ED 402 504 CE 073 199

TITLE Creating Partnerships with Education. A Handbook for Business.
INSTITUTION Iowa State Council on Vocational Education, Des Moines.
PUB DATE Jul 95
NOTE 47p.; For related documents, see ED 395 184 and CE 073 200.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperative Programs; Coordination; *Corporate Support; Education Work Relationship; Elementary, Secondary Education; *Partnerships in Education; Postsecondary Education; Program Descriptions; *Program Development; *School Business Relationship

ABSTRACT

Designed for businesses, this handbook provides a step-by-step process for establishing long-term relationships with education that are mutually satisfying and beneficial. These 11 steps are discussed: define why you want a partner; gain upper level commitment from your business/organization; clarify what it is you want and what you can contribute to a partnership; explore various partner options; choose your prospective partner based on your needs; agree to work together; assemble a planning team with your partner; define purpose, direction, and accountability; develop joint activities; evaluate the partnership; and maintain the partnership. A section on troubleshooting follows. It lists challenges and suggests solutions. Ten examples of representative collaborations showing excellent, active partnerships that are in operation are provided. Contributions and rewards for both the educational institution and the business are listed for these types of model partnerships: business horizons; young apprentices building trades; conference without walls; Project PAYBAC (Partners Assisting Business and Community); health occupations education; a friendship; the downtown school; BEL (Business Education Links) Free Grants Program; Interns, Inc.; and The Waco School-to-Work Business Partnership Program. Appendixes include lists of 16 national resource organizations, 29 Iowa and regional resource organizations, and 17 support materials. (YLB)

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ED 402 504

CREATING PARTNERSHIPS WITH EDUCATION

A Handbook for Business

Business

Education

Developed by the Iowa Council on Vocational Education

July, 1995

CE073199

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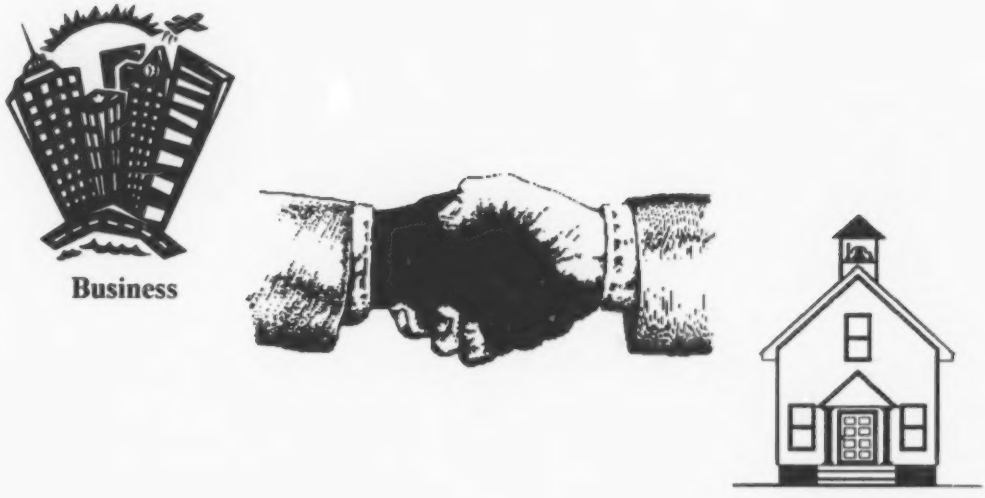
A Handbook for Business



Developed by the Iowa Council on Vocational Education

July, 1995

The Iowa Council on Vocational Education is a private-sector-led citizens advisory council. Members are appointed by the Governor and represent business, industry, labor, agriculture, and education. The primary responsibility of the Council is to advise the Governor, the State Board of Vocational-Technical Education, and the business community on policies and initiatives that should be undertaken to strengthen and improve vocational-technical education.

Federal Vocational Education funds provided through P.L. 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, were used by the Iowa Council on Vocational Education to distribute this publication.

ACKNOWLEDGMENTS

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Special thanks go to the members of the Council and the Executive Director for their innovative, thoughtful input and support to this project.

Thanks are also due to Sara Waltz, a student at East High School in Des Moines for her hard work and skill with the word processing and graphic design. She made the life of the Editor, Dr. Liz Weinstein, much easier!

A PARTNERSHIP SUCCESS STORY

The invitation seemed simple enough to Lisa, a first semester senior - a chance to gain some work experience with a major employer in the community. Lisa was pretty bored with her class work and her school counselor was encouraging her to participate. She knew she wouldn't have enough money to go to college and she really had no plans beyond graduation.

Lisa was interviewed and asked to join the business for two hours every day after school as a volunteer. She was assigned a mentor, who helped show her the ropes, explain the company's expectations for her and answer her questions. Lisa received instant feedback about the quality of her work and at the end of the first semester received a positive evaluation from her mentor, work supervisor and school counselor.

Lisa was assigned new responsibilities, received a name badge with her picture, a title and began to be paid for her work. Lisa was invited to work forty hours over spring break and upon graduation was hired full time by the company.

Lisa is now taking night classes at a local community college while working for the company. Describing her experience, Lisa is proud of what she has accomplished - and to top it all, her former school counselor and employer have asked if she will be a mentor to a student starting at the business!

Lisa's story is a result of a successful partnership; just one example of how educators and employers in collaboration can change a life.

"Business will train, if schools will educate." *- David Kearns, Xerox CEO, from Can Business Save the Schools, Training, August 1990.*

INTRODUCTION

"No longer can either education or business stand by and wait for things to happen on their own. The time is NOW for business and industry to become involved." - ***Merle Johnson, Owner, Ankeny Tire and Battery, Chair, Central Iowa Regional Planning Board***

WHAT IS A SCHOOL-TO-WORK PARTNERSHIP?

A partnership is an agreement between a business, labor, government, or community organization and an education institution to work together on activities that will better prepare students for the workplace and to help develop a highly skilled workforce.

WHY DO WE NEED PARTNERSHIPS?

Business, labor, government and community groups must form partnerships with education in order for dramatic changes to be made in the quality of the workforce in the United States. Education cannot be responsive to the changing needs of students preparing for life beyond formal education without the commitment and assistance of business, labor, government and community groups. In this budget-constricted time, resources are at a premium and must be shared. Organizations that exist outside the education arena bring a much-needed global perspective as plans are made to transform our schools.

Business, labor, government and community organizations that enter into partnerships with education have the opportunity to shape the future workforce, to reduce costs involved in training for remediation and gain a positive status in the community.

Well organized partnerships that benefit both partners produce a synergy that can be the stimulus for innovative strategies for change.

HOW IS THIS HANDBOOK GOING TO HELP?

It is difficult knowing how to get started on building long-term partnerships with education. This Handbook will take you through a step-by-step process so that you can establish relationships that are mutually satisfying and beneficial. It takes time; it takes patience; it takes commitment and hard work. GOOD LUCK!

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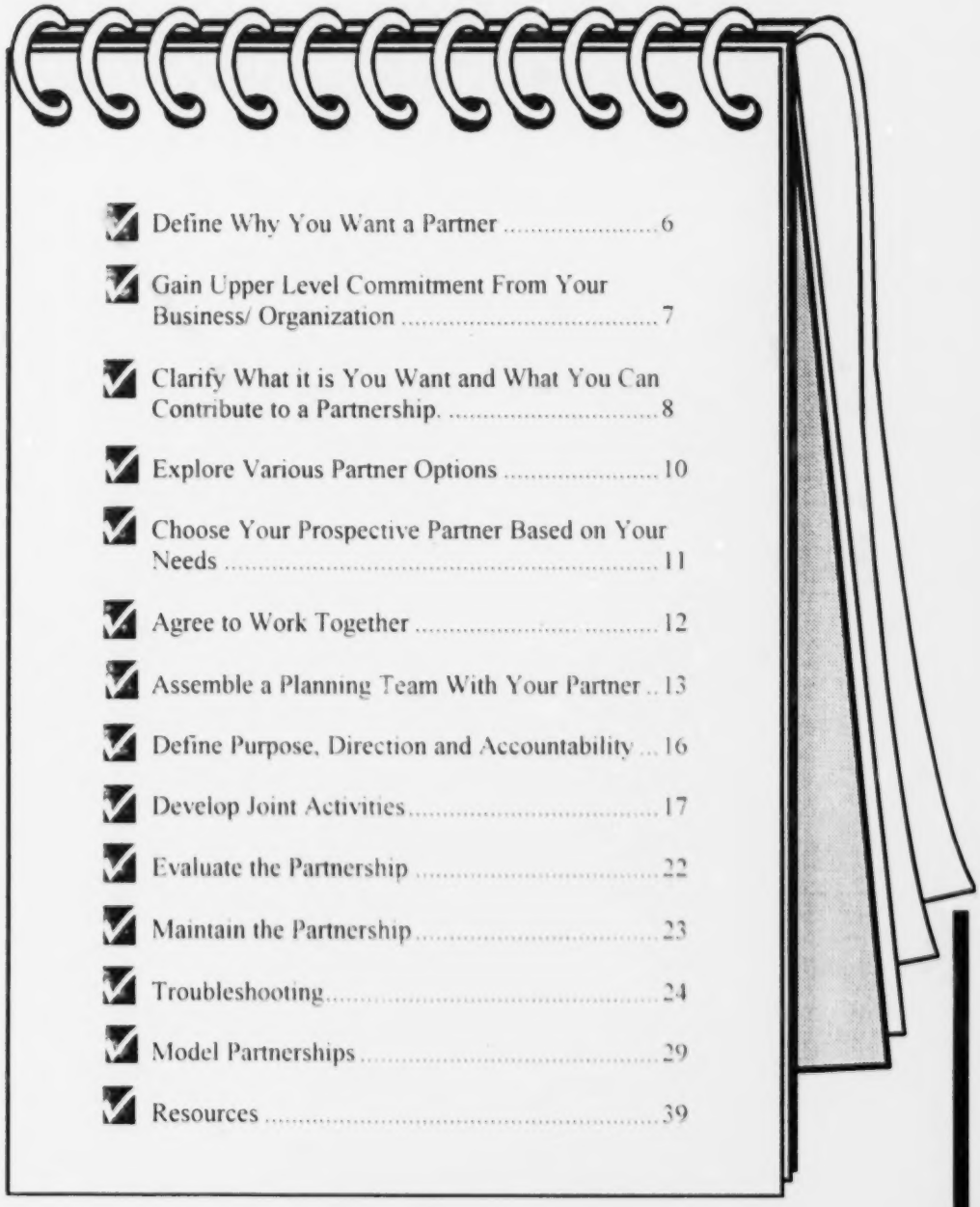

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DEFINE WHY YOU WANT A PARTNER

??? **Why should we partner with education?**

Benefits

Ability to access entry-level employees.

Aid to economic stability because of skilled work force.

Reduction in resources spent on in-house training.

Influence curriculum development to meet the needs of business.

Improve on your process for selecting personnel because you have the opportunity to view potential workers on-the-job.

Train future employees to your specifications.

Put your organization in good standing with the community.

Reduction in social problems as the dropout rate goes down and employment goes up.

Reduce on-the-job accidents of new hires.

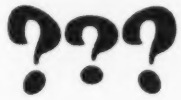
Help the labor shortage.

Personal and professional satisfaction.

Receive good publicity for your organization.

Help replace post World War II retirees in the near future.

GAIN UPPER LEVEL COMMITMENT FROM YOUR COMPANY



How can we gain high level commitment?

- Share benefits (on previous page).
- Cite examples of exemplary programs (see Model Partnerships), refer to the literature that describes the need for business and education cooperation (See Resources section) and list the benefits for such a partnership, when approaching your chief administrator.
- Consider taking a team approach when talking to your chief administrator about the project. Show the administrator that you and your colleagues have thought through how you envision the partnership.
- Propose utilizing this step-by-step, careful and systematic approach to developing a sound partnership.
- Suggest how a partnership can positively impact "the return on your investment."
- Propose a partnership in terms of a pilot project, with specific goals and intended outcomes.
- Provide projections on how much staff time will be needed to create a partnership.
- Have an upper level administrator from a successful business/education partnership contact your administrator to talk about the advantages of partnering.

CLARIFY WHAT IT IS YOU WANT AND WHAT YOU CAN CONTRIBUTE TO A PARTNERSHIP

What are we as a business organization seeking from education? What can we contribute to education through a partnership?

- Examine written materials and talk with those involved in existing business/education partnerships.
- Consider the resources you have available to support a partnership effort.
- List your business needs for a partnership in priority order.
- Develop a list of criteria you will use as a guide to identify your partner, such as your company's priorities, needs and long-term goals.
- Clarify ways that your business can help an education partner.

"In order for a partnership to be successful <u>both</u> parties must be willing to give as well as to get. It has to be a well-balanced, mutually beneficial arrangement," - Sheila Stalter, Association of Business and Industry.

BENEFITS FOR YOUR EDUCATION PARTNER

Improve student understanding of how education is linked to employment.

Help students showcase their skills and abilities.

Offer students opportunities to explore and test career options.

Give students valuable work experience improving their job prospects.

Expose instructors to state-of-the-art technology.

Assist students in entering the work force directly from school with employable skills.

Help students gain advanced standing in college.

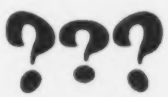
Provide appropriate role models.

Assist education institutions with equipment acquisition and staff development.

Help students see the relevancy of education through the application of both academic and vocational skills.

"The local partnership of the community college, the local schools, business, labor and community groups has been a definite strength in Southwest Iowa and has provided the impetus for educational reform," Colleen Hunt, Associate Dean of Vocational Technical Education, Iowa Western Community College.

EXPLORE VARIOUS PARTNER OPTIONS

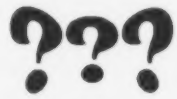


Who are the potential partners?

- Consider any relationship your business might already have with a school.
- Think of the "specifics" of a partnership such as location of the school, schedules and timing in the business and education cycle of activities.
- Determine how involvement with an education partner can help your organization meet its goals.
- Invite potential partners in education to a meeting to discuss the possible benefits of working together.
- Consider the culture and values of your company and compare them to those of prospective partners in education.
- Attend functions sponsored by the potential partner.

"People need to work together. It is this coming together that makes things happen," Merrill Johnson, Vice President of Development, Council Bluffs Chamber of Commerce.

CHOOSE AND APPROACH YOUR PROSPECTIVE PARTNER



How do we start our partnership relationship?

- Follow-up on your personal contacts at the education institution and identify whose endorsement is needed for beginning a partnership. (Support from the school board, superintendent and principal would give you a strong position).
- Have your chief administrator contact the superintendent of your selected school district. This will establish the importance and credibility of your efforts.
- Offer to host a meeting to discuss mutual benefits from a partnership arrangement.
- Take your prospective partner on a tour of your facility in order for them to learn about your company's business and to meet some of the employees.

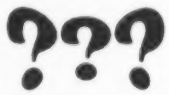
"As with many things in life, attitude often means the difference between success and failure. The School-To-Work program between Pella Corporation and Pella Community High School is a winner because the partners approached it planning for success" - Steve Bragg, Vice President of Human Resources, Pella Corporation.

AGREE TO WORK TOGETHER

What are the guidelines we need to develop in order for this partnership to be a productive, energized relationship?

- Identify the individual(s) from your business who will provide business leadership for the partnership.
- Clarify the communication channels between the partners.
- Determine roles and responsibilities; e.g. who will provide clerical support; who will chair the meetings.
- Discuss with your partner where you will meet, how frequently, and how your meetings will be structured.
- Identify how student and parent input can be gained for the partnership development process.
- Identify the strengths that each partner brings to the partnership.
- Agree on how expenses will be handled.
- Ensure leadership is shared. If one person is identified as the leader of the project and has to move to other responsibilities or another location, the partnership could be dramatically weakened and may even collapse.
- Examine the statutes, regulations and policies that govern the partner organizations to establish baseline information for making decisions.

ASSEMBLE A PLANNING TEAM



Who should be involved in the planning and implementation of this partnership project?

- Develop a Partnership Planning Team that reflects a broad-based membership (see next page).

  a. Consider representatives from your company who have a vested interest in the partnership; e.g. someone with a long-time interest in education, or who has a spouse teaching, or a child attending the partner school.

  b. Ensure that your Planning Team includes customers of the partnership; e.g. students, parents, employees, etc.

  c. Ensure the "balance" of the Planning Team according to gender, race, age, education and organizational position.

  d. Recruit a maximum of 15 members to the Team for its effective operation.

- Clarify the role of the Planning Team and its functions. Develop written guidelines for the Team.

- Identify how the Team will market the partnership activities to your company, the business community, students, parents, educators and all other stakeholders.

"We can solve almost all problems if we all work together." - Margo Bassinger, Director of Community and Partnership Education, Millard Schools, Nebraska.

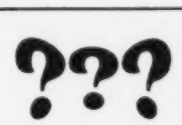
PARTNERSHIP PLANNING TEAM
Membership Grid

Representatives You Want to Include	Suggested Representatives	Representatives Recruited
Labor		
Corporate Business		
Small Business		
Instructor H.S.		
Instructor J.H.		
Counselor		
Government		
Parent		

PARTNERSHIP PLANNING TEAM
Membership Grid (cont.)

Representatives You Want to Include	Suggested Representatives	Representatives Recruited
Student		
School Board		
School Administrator		
Post Secondary Representative		
Media		
Community Champion		
Chamber of Commerce		
Others		

DEFINE PURPOSE, DIRECTION AND ACCOUNTABILITY



What is our vision for the partnership?
What are our goals and action steps?
Who is responsible for the partnership planning?
What is our timeline?

- Be patient and allow plenty of time for these initial steps. They are the foundation for the partnership.
- Discuss and determine a partnership vision that is broad, a mission that is practical and measurable goals that encourage long-range planning.
- Use a retreat format to encourage team members to become better acquainted, to help focus the team's energies and to clarify the direction for the partnership.
- Use an independent expert facilitator to help this planning process along.
- Determine action steps based on the goals.
- Ensure that evaluation measures are related to the team's goals and are in place before implementation occurs.
- Include activities in planning meetings to encourage team members to work together. Agree upon the partnership activities.
- Consider the ideas of all stakeholders and Planning Team members to encourage ownership of the partnership.
- Gain input from stakeholders by focus groups, surveys and invitations to attend Planning Team meetings.
- Remember to prioritize activities and develop a time-line. It is important to plan for success rather than overextend the resources and fail to follow through on the commitment.
- Consider organizing the partnership activities into phases so that they are "manageable" and results can be quickly seen .
- Use a consensus approach to decision making, so that all interested "players" can be heard.
- Resist the urge to design activities based totally on what has been done in the past.

DEVELOP JOINT ACTIVITIES

How do we know we are all working together?
What types of activities can we initiate as a partnership?
What are some of the strategies we can use to implement the activities?

ACTIVITIES

At the business:

- Offer on-site visits for students and educators so they can observe a work site in action.
- Match students or instructors with a mentor.
- Organize job shadowing opportunities for students and instructors.
- Engage students and instructors for short-term and long-term internships.
- Rotate students and instructors through multiple sites if they are unable to gain the full range of instruction at one site.

At the school:

- Offer to have speakers from your business talk to students and instructors about working for your company in terms of the skills and attitudes needed to succeed in your business, the opportunities that exist and the potential for career advancement.
- Organize a career fair with your education partner and recruit business people to talk to students about the opportunities at their worksite.
- Invite your partners to special events such as in-house trainings and planning sessions.
- Organize an "Exchange Day" so that partners can experience work at their partner's place of employment.
- Invite education administrators to manager functions at your company to exchange management ideas.
- Seek opportunities for business personnel to learn more about the teaching profession with a chance to improve instructional skills.
- Seek ways to utilize school facilities for joint ventures.

SUPPORTING ACTIVITIES

Staff Development

- Organize joint staff development opportunities on topics of interest to both partners; e.g. how to address problems with attendance, how to motivate individuals.
- Involve the American Society of Training and Development in staff development opportunities for all partners.
- Organize staff development as an ongoing function of the partnership.
- Provide an environment where participants can practice skills in a non-threatening environment.

PARTNERSHIP STAFF DEVELOPMENT TOPICS	
Customer Service	Manager/Supervisor Training
Leadership	Total Quality Management
Change Management	Conflict Management
Stress Management	Communication
Team Building	Technology Training
Wellness	Gender Equity
Performance Evaluation	Holding Effective Meetings

Curriculum Development

- Use the SCANS (see Resources) competencies and foundation skills as a basis for worksite curriculum development for students.
- Educators design curriculum for their partner's use; e.g. "Understanding Your Elementary School Child" or "Understanding Your Adolescent".
- Utilize curriculum development specialists from education to assist business partners as they create or improve curriculum for their own employee education opportunities.
- Develop curriculum for the worksite that closely aligns to student or instructor learning at the education institution. It should incorporate both academic and practical learning strategies.
- Collaborate to develop a curriculum in education institutions that is relevant, competency-based and integrated.

SUPPORTING ACTIVITIES (cont.)

Marketing

Steps to Develop a Marketing Plan

1. What are you going to market?
2. Who is your audience?
3. What is your message?
4. What are the barriers?
5. What actions are you going to take?
6. How will the actions be measured?

Suggested Actions

- Organize discussion forums throughout the area and invite all stakeholders to participate.
- Write articles for the internal partnership newsletters and for the community newspapers.
- Make presentations to the partners' boards of directors, Parent Teacher Associations, professional associations; e.g. Iowa School Administration Association, Society of Human Resource Managers, the Association of Business and Industry, the Chamber of Commerce and to service clubs such as Kiwanis, the Jaycees and Rotary.
- Develop promotional pieces that emphasize outcomes of importance to each specific audience and match the audience language level.
- Invite students to design posters to promote the partnership.
- Use public service announcements on television and radio.
- Encourage staff to share the partnership's success with everyone they meet.

SUPPORTING ACTIVITIES (cont.)

Communication Between Partners

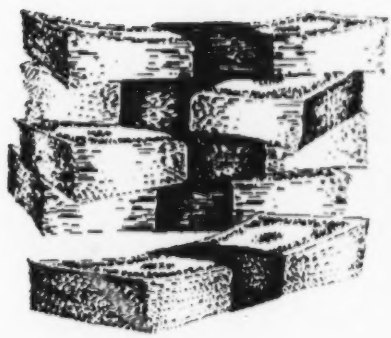
- Set up a mechanism for effective communication between all the "players" in the partnership.
- Maintain records of all meetings and partnership agreements and share these with the partnership planners and implementers.
- Provide written or verbal support to your partner, even when mistakes are made.
- Communicate honestly and openly with your partner at all times.
- Send your business newsletter to your education partner.

"There has to be constant communication between partners. I am always talking with site people face-to-face. They want <u>one</u> person to talk to. Businesses are not like schools. Businesses need to make decisions and act on them right away. Educators need to clearly understand what business is all about," Lisa Koester, Work Start Coordinator, Marshalltown Community School District.

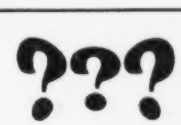
SUPPORTING ACTIVITIES (cont.)

Funding

- Discuss and determine how the partnership will be financially supported.
- Develop a budget. Track income and expenditures on a monthly basis.
- Ensure partners share funding and resource allocation responsibilities.
- Establish the partnership as a separate entity, if possible, with its own budget, schedule, faculty and staff.
- Examine the feasibility of developing a system for fundraising. The National Society for Fundraising Executives is a resource.



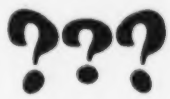
EVALUATE THE PARTNERSHIP



How will the partnership process and product be evaluated? How will we determine whether the results of the partnership justify the resources used?

- X Develop an evaluation plan as part of the program plan. Evaluation strategies must be used as measures that are based on the goals of the partnership.
- X Consider contracting with a third party to evaluate the different elements of the partnership.
- X Utilize information-gathering mechanisms already in place when developing evaluation strategies; e.g. remediation training costs, new employee attendance.
- X Document the results of the partnership.
- X Develop evaluation measures for both the product and the process of the partnership.
- X Use both formative and summative evaluation; i.e. ongoing evaluation and evaluation at the end of each phase of the partnership.

MAINTAINING THE PARTNERSHIP



What do we need to do to sustain the partnership over the long-term?

Recognition

- Give credit for success to all members of the partnership.
- Recognize partnership participants by writing letters of commendation to their supervisors.
- Celebrate the partnership accomplishments by holding special events. A banquet, an informal gathering, or a press conference are appropriate activities.
- Remember to send thank you letters.

Communication

- Ensure that appropriate mechanisms for communication, problem solving, planning and evaluation are in place.
- Invite your partner to special events at your business.
- Communicate and meet on a regular basis.
- Invite parents to participate in all aspects of the partnership activities.

Administration

- Revise your partnership plan on a regular basis and make the necessary adjustments to keep abreast of any changes.
- Recruit indivuduals to the "Partnerhip Planning Team" in an ongoing manner to ensure fresh ideas and to replace members who need a "rest".
- Invite partners to be deeply involved in your organization activities (for example, strategic planning sessions), that encourage understanding and long-term commitment to your organization.
- Seek other "players" to join your partnership as additional resources and expertise are needed.
- Ensure that your partnership is mutually beneficial.

TROUBLESHOOTING

CHALLENGE:
Educators fear loss of control of their environment.

SUGGESTION:
Involve a representative group of educators at all steps of the partnership development process.

CHALLENGE:
Business, labor, government and community organizations are impatient for educational institutions to change.

SUGGESTION:
Educators explain how actions occur in their organizations. Jointly discuss suggestions for improvement. Institute realistic time-lines for activities.

CHALLENGE:
Educators fear they are being criticized for what ails education.

SUGGESTION:
Business, labor, government and community groups shoulder joint responsibility with educators for the need to change.

CHALLENGE:
Partnership designates leader and when that person moves on, the arrangement collapses.

SUGGESTION:
Ensure co-leadership and a large diverse group of people for "decision making".

TROUBLESHOOTING (cont.)

CHALLENGE:
Demographic and economic changes cause difficulties in bureaucratic organizations.

SUGGESTION:
Partners must learn to be flexible and adapt to change in order to survive and flourish.

CHALLENGE:
Partners are concerned about retaining control of their own "turf".

SUGGESTION:
Gain strong commitment from the organizations' directors, a clear definition up front of roles and responsibilities, and keep the partnership in the public eye. Emphasize benefits.

CHALLENGE:
Diverse people and groups working together can create conflicts.

SUGGESTION:
Create opportunities for team building activities that promote acceptance of others' ideas, consensus building, understanding and valuing diversity, and dealing with differences.

CHALLENGE:
Partnership is superficial and not "of depth" or "for the long-term".

SUGGESTION:
Develop one and five year partnership goals that emphasize continual growth and expansion of joint activities. Become involved in your partner's organization. Build relationships.

TROUBLE SHOOTING (cont.)

CHALLENGE:
Parents' perception of success is for their children to attend college.

SUGGESTION:
Promote success stories of students who have followed other options. Collect data to substantiate the value of alternative options; e.g. pay, opportunities for advancement, testimonials. Communicate with parents at every opportunity.

CHALLENGE:
Energy needed for maintenance of the partnership.

SUGGESTION:
Involve a large number of people in a variety of tasks to sustain the partnership and to share the workload. Emphasize the success of the partnership and what has been accomplished. Positive feedback is a great motivator!

CHALLENGE:
Lack of common vocabulary can be a problem.

SUGGESTION:
Develop a glossary of terms used by each partner and share. Use terms familiar to your partner at every opportunity. Agree upon a common vocabulary to use, while engaging in partnership activities.

CHALLENGE:
Educators resist additional duties because they are already overextended.

SUGGESTION:
Encourage administrators to allocate time for their partnership representatives to work on joint activities. Share this issue with your Partnership Team to see whether assistance can be given with substitute funds and whether tasks can be shared.

TROUBLESHOOTING (cont.)

CHALLENGE:
Ensuring the relationship is mutually beneficial.

> **SUGGESTION:**
> *Identify not only your needs, but your partner's needs, and how your organization can help to meet them.*

CHALLENGE:
An over ambitious plan can result in inadequate management and poor quality of products.

> **SUGGESTION:**
> *Plan collaborative activities in phases. Start with a small, manageable joint venture. Consider what resources are available as the partnership plans are developed. Clearly define roles and responsibilities.*

CHALLENGE:
Business, labor, government and community organizations adapt to their customers as needs change. They view themselves as the customers of education and expect that same response to their changing needs.

> **SUGGESTION:**
> *Educators can view business, labor, government and community groups as their customers and students as their "products".*

CHALLENGE:
Key education administrators tend to focus on the "worst case scenario" when contemplating change.

> **SUGGESTION:**
> *Education administrators can be encouraged to be creative, to take an opportunity, to try new approaches and see the benefits of different strategies. Administrators from several school districts working together can provide support for each other.*

TROUBLESHOOTING (cont.)

CHALLENGE:
Concern about liability for student or instructor injury.

SUGGESTION:
Refer to the "Legal Aspects of Work Place Learning," a document produced by the Iowa Department of Education, Bureau of Technical and Vocational Education. Keep abreast of changes in the law. Consult your lawyer and insurance agent.

CHALLENGE:
Concern with safety of students and instructors at work sites.

SUGGESTION:
Orient students and school instructors to safety requirements before embarking on work experience activities. Stress the importance of safety at every opportunity. Encourage participants to adhere to established safety standards, as modeled by work site's employees.

CHALLENGE:
Businesses approach education and recieve little response until the need for change has been stressed several times.

SUGGESTION:
Businesses can encourage education to make the difficult changes necessary and be patient. Education can make every effort to avoid the slow-down of action because of bureaucratic problems.

CHALLENGE:
Educators and parents are skeptical about business involvement, sometimes wondering why they are interested in educational reform.

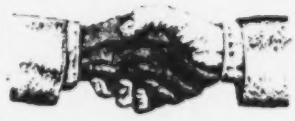
SUGGESTION:
The value of collaboration can be stressed. Team building activities will help to build trust. Open communication is vital and common goals will help the partners work together to make positive changes occur.

MODEL PARTNERSHIPS

A multitude of excellent, active partnerships are in operation. The following examples are representative collaborations.

BUSINESS HORIZONS

An annual week-long experience in July for students and teachers that helps create an understanding of the world of work and provides hands-on activities that develop necessary employment skills.

Iowa Association of Business and Industry	Partnership Contributions	Teachers and Students in Iowa
• Organize the week. • Provide the staff and volunteers.		• Spend a week of the summer. • Agree to make changes based on their experiences. • Share their experiences with others.
• Help shape the future workforce. • Reduce the time it takes for new hires to transition to the world of work. • Communicate work experiences. • Network with other business people and educators.	 And Rewards	• Learn more about the work environment and what employers expect. • Make new friends. • Earn college credit. • Make a smooth transition to the work place.

MODEL PARTNERSHIPS

YOUNG APPRENTICES BUILDING TRADES

A community partnership that involves business, industry, government and non-profit agencies is providing construction trades experience and training for at-risk students.

Basics and Beyond Alternative High School, Newton		Business, Industry, Government and Community
• Organize and coordinate the program. • Build affordable housing. • Help with the shortage of skilled trade employees who are ready for the world of work.	**Partnership Contributions**	• Newton Housing Development Corporation provides funding for the purchase of a house. • Association of Builders and Contractors donates materials and personnel for technical oversight and to meet with students. • Iowa Comprehensive Human Services and Maytag Corporation provide funding for student wages.
• Teachers see positive changes in students. • Students appreciate the hands-on approach to learning. • Have pride in their work. • Acquire employable skills. • Receive pay.	**And Rewards**	• Make a valuable contribution to the community. • Provide ABC with a demonstration site which has been replicated elsewhere. • Invest in the future work force.

MODEL PARTNERSHIPS

CONFERENCE WITHOUT WALLS

A one-day conference that brings educators into three work sites to hear from business, labor and industry what skills employees need to be successful and how they can help with student preparation. Educators have the opportunity to share their vision and concerns for education.

Central Iowa Regional Planning Board for Vocational Education		Business, Labor, Government and Community
• Provide coordination of the Conferences. • Issue a Final Report. • Offer a follow-up session.	Partnership Contributions	• Offer work sites for educator and business teams to visit. • Participate as a team member with educators to visit the sites. • Support the Conference with funds.
• Acquire a clearer picture of how students need to be prepared for employment. • Strengthen student career development activities. • Support schools in the delivery of education that is both relevant and practical.	And Rewards	• Help to shape the future workforce. • Hire employees with appropriate skills to succeed. • Gain community recognition.

MODEL PARTNERSHIPS

PROJECT PAYBAC
(Partners Assisting Business and Community)

A highly successful project that includes a series of collaborative activities that benefit all partners involved.

Millard Public Schools		Business, Labor, Government and Community
• Provide English classes for bank employees. • Provide facilities for training and sport activities. • Offer 10% reduction on community education classes. • Offer brown bag parenting class lunches by school psychologist (Fall, 1995).	**Partnership Contributions**	• Provide business people to give students mock interviews with immediate feedback. • Support an After School Study Center at the Millard Public Library. Computers and snacks are provided. Optimist Club members volunteer to staff the Center. • Serve as members of the Site Based Management Council and all other decision-making committees.
• Help teachers stay in touch with the business world of work . • Generate ideas for planning by the involvement of people with diverse backgrounds. • Help the family unit with parenting classes, which will in the long-term enable teachers more time to teach.	**And Rewards**	• Spend less resources on the interview process, if prospective employees have practiced the skills needed. • Help students be successful in school and in entering the adult world. • Gain community recognition for partnering involvement.

MODEL PARTNERSHIPS

HEALTH OCCUPATIONS EDUCATION

A collaboration between an education institution and a health care organization that results in student exposure to a wide range of health occupation opportunities.

Tucker Center Council Bluffs Community School	Partnership Contributions	Mercy Hospital
• Help to fulfill the hospital's mission. • Help hospital employees view adolescents as potential workers and consumers.		• Offer job shadowing experiences in sixteen areas of the hospital. • Offer staff as mentors to the students as they rotate through their job shadowing experiences.
• Students view a wide range of health occupations. • Students gain insight into skills and preparation needed for health occupations. • Students develop mature communication skills with adults.	 And Rewards	• Develop potential employees. • Recruit volunteers to the hospital. • Result in promotion of the hospital in the community. • Help youth. • Build employee morale.

"This is a chance for students to see the real world of work. One student at our alternative high school is eighteen and has a two year old. She lives with a foster family. Because of this program she has known success. She is enrolled at the community college and has now applied to nursing school." - Vicki Leaders, Coordinator, Health Occupations, Tucker Center, Council Bluffs.

MODEL PARTNERSHIPS

A FRIENDSHIP

Kirkwood Community College makes the recommendation, in these times of greater demands and limited resources, to "find some friends." Kirkwood's friendship with AEGON USA is just one of many partnerships they have established in their region.

Kirkwood Community College		AEGON USA
• Sold AEGON the land for $10. • Offer AEGON employees use of college facilities, including cafeteria, library and recreational areas. • Maintain parking lots and grounds.	Partnership Contributions	• Built and totally financed an $11 million data center on campus. • Contributed 11,000 square feet for use by Kirkwood for a state-of-the-art computer training center.
• Expose students to high tech work environment. • Created Career Development Center where computer labs used to be, for student and community use • Gain community recognition.	And Rewards	• Participate in preparing future workforce. • Gain community and state-wide recognition.

MODEL PARTNERSHIPS

THE DOWNTOWN SCHOOL

A public-private elementary school located in downtown Des Moines close to where parents are employed, which serves as a model program for visiting educators around Iowa, the United States and internationally.

Des Moines Area Businesses through the Business/Education Alliance	Partnership Contributions	The Des Moines Public Schools
• Provide expertise input to curriculum development and to the school operation. • Provide downtown space for the school and parking. • Serve on the Board of Directors.		• Provide curriculum. • Staff the school. • Contribute educational expertise and research background. • Hold staff development and training sessions.
• Engage in an ongoing dialogue about what business wants from education. • Access by downtown employees to their children. • Allow businesses to attract and retain quality employees.	And Rewards	• Provide a research-based education for current students. • Add resources to the district; e.g. space. • Increase parental involvement. • Enable teachers to implement innovative education strategies.

MODEL PARTNERSHIPS

BEL FREE GRANTS PROGRAM
(Business Education Links)

A partnership between Pella area businesses, area schools and Central College that has awarded mini-grants for innovative, teacher lead, education projects via the Pella Community Foundation.

Pella Business Community		Pella Area Schools and Central College
• Support youth community service projects. • Provide mini-grants to teachers who work on special projects beyond their work in the classroom. • Business people teach in the classroom. • Contribute materials for classes; e.g. science.	**Partnership Contributions**	• Enable teaching staff the flexibility to be involved in innovative projects. • Enable students to assist at care facilities where they present music, dramas and entertainment.
		• Enable the "real world" to be in the classroom. • Emphasize the importance to students of math and English skills.
• Convince young people to remain in the Pella area after high school because good jobs are available. • Encourage young people to work in the area and continue their education. • Keep Pella funding in Pella.	**And Rewards**	• Encourage teachers to see beyond the boundaries of their classroom. • Add validity to what teachers say to students about needed skills for the workplace. • Expose educators to a wide range of businesses, many of which they may not have known. • Result in teachers designing classroom activities to develop the skills that are needed by business.

MODEL PARTNERSHIPS

INTERNS, INC.

An innovative partnership between a not-for-profit corporation and twenty-five high schools in Northwest Iowa.

Interns, Inc		Area XII Schools in Northwest Iowa
• Recruit businesses. • Place students. • Handle paperwork between the interns and the businesses. • Provide inservice training. • Provide coordination for internship program. • Serve as the clearinghouse for students and businesses to meet. • Standardize evaluation process for all registered students.	**Partnership Contributions**	• Organize connecting activities such as application forms and transportation. • Evaluate students and program on a regular basis. • Ensure that access and equity are integral to the process. • Maintain current information about career opportunities. • Secure commitment from the respective governing bodies.
• Provide potential for replication within the state and nationally. • Illustrate the benefits of non-profit status to businesses by providing tax deductible donations. • Standardize the level of excellence across applicants. • Increase the ability to serve all students by the establishment of Interns, Inc. as a non-profit.	**And Rewards**	• Offer students worksite opportunities within their interests and aptitudes. • Offer students in rural areas greater opportunities for worksite experience. • Expand the definition of "school" by extending the academic environment to the worksite. • Elevate the level of applicant excellence as students realize they must reach a standard level of achievement.

THE WACO SCHOOL-TO-WORK BUSINESS PARTNERSHIP PROGRAM

A community-wide effort in a rural area that links schools with businesses to assist students in making effective transitions from school to work with competent job skills.

Waco Community Schools

- Offer an environment where employees can gain a closer connection with the school community.
- Open the door to businesses and the community.
- Enable businesses and community organizations to share school facilities.
- Provide responsible students for work experiences.
- Provide community service through student involvement in non-profit agency activities.

Partnership Contributions

And Rewards

- Result in more responsible and self-directed students.
- Engage students in the learning process.
- Make community and business people more comfortable with the schools and students.
- Expose students to their selected career area so they can more clearly define their interests and gain valuable hands-on experience.

Businesses in the Wayland, Iowa Area

- Provide work sites for career exploration.
- Employ students.
- Contribute funding for equipment and other material resources.
- Provide employee mentors for the students.
- Access employees with needed skills.
- Develop employees with a greater awareness and appreciation of the community.
- Fill immediate and future workforce needs.
- Improve employee morale by the employees "passing on" their knowledge and skills.

RESOURCES
National Organizations

1. American Youth Policy Forum, 1001 Connecticut Ave., N.W., Suite 719 Washington, D.C. 20036-5541

2. Department of Labor, Washington, D.C., 1-800-788-SKILL, for SCANS materials

3. InfoMedia Inc. P.O. Box 210, Ellentown, FL 34222 (813)776-2535

4. Institute for Education Leadership, 1001 Connecticut Ave, N.W., Suite 310, Washington D.C. 20036 (202)822-8405 or FAX(202)872-4050.

5. Jobs for the Future, 1815 Massachusetts Ave, Cambridge, MA 02140, (617)661-3411.

6. Junior Achievement, National Headquarters, 1 Education Way, Colorado Springs, CO 80906-4477 (719)540-6208

7. National Association for Industry - Education Cooperation 235 Hendricks Blvd., Buffalo, NY 14226-3304 (716)834-7047.

8. National Alliance of Business, 1201 New York Avenue, N.W., Washington, D.C. 20005 (202)289-2888.

9. National Association of Partners in Education, 209 Madison St., Suite 401, Alexandria, VA 22314 (703)836-4880

10. National Center for Research in Vocational Education, University of California at Berkeley, 1995 University Ave., Suite 375, Berkeley, CA 94704.

11. National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815-4999.

12. National Society for Experimental Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609 (919)787-3263 or FAX (919)787-3381.

13. National Tech Prep Network: Center for Occupational Research and Development, 601 Lake Air Dr., P.O. Box 21689, Waco, TX 76702-1689, (800)972-2766.

14. Vocational Industrial Clubs of America, Inc., P.O. Box 3000, Leesburg, VA 22075 (703)777-8810, or FAX (703)777-8999.

15. William T. Grant Foundation: Commission on Youth and America's Future, 1001 Connecticut Ave. N.W., Suite 301, Washington, D.C. 20036-5541.

16. Youth Policy Institute, 1221Massachusetts Ave, N.W., Suite B, Washington D.C. 20005-5333 (202)638-2144.

RESOURCES

Iowa and Regional Organizations

1. American Society of Training and Development, Dr. Liz Weinstein, (515)278-9053.

2. Associated Builders and Contractors, 939, Office Park Rd, Suite 123, West Des Moines, 50265, Jack Dubbs, (515)224-9800.

3. Central Iowa Building Trades 4880 Hubbell Ave., Des Moines, IA 50317, (515)265-7501.

4. Central Iowa Regional Planning Board, Bldg. 6-28, Des Moines Area Community College, Ankeny, IA 50021, Mary Darrow, (515)965-7044.

5. Des Moines Public Schools, Business Education Alliance, Keck City Center, 501 Locust, Suite 200, Des Moines, IA 50309 (Downtown School), Jan Drees, (515)284-5848.

6. Iowa Association of Business and Industry, 904 Walnut St., Suite 100, Des Moines, IA 50309-3503, Sheila Stalter, (515)244-6149.

7. Iowa Council on Vocational Education, 1209 E. Court, Rm. 305, Des Moines, IA 50319, Dr. Jerda Garey, (515) 281-3723.

8. Iowa Department of Education, Bureau of Technical Vocational Education, Grimes State Office Bldg., Des Moines, 50319 (515)281-4702.

9. Iowa Department of Employment Services, Labor Market Information, Robert Van Every, (515)242-5862. Iowa TARGET Alliance, Paula Bibler, (515)281-9322, Contact TARGET Alliance and Workforce Development Centers in your own area.

10. Iowa State University Extension Office, Youth and 4-H, 33 Curtiss Hall, Ames, IA 50011, (515)294-1017.

11. Iowa Vocational Association, Department of Education, (515)281-4702, or contact Colleen Hunt, (712)325-3200.

12. Junior Achievement, 3706 Ingersoll Ave., Des Moines, IA 50312, (514)279-9602.

13. Los Angeles Area Tech Prep Educational Consortium, East San Gabriel Valley Regional Occupational Program, 1024 W. Workman Ave., West Covina, CA 91790, (818)960-3625.

14. Millard Public Schools, Margo Bassinger, Director of Community and Partnership Education, 5606 South 147th St., Omaha, NE 68154, (402)895-8338.

RESOURCES

Iowa and Regional Organizations

15. NAPE, Iowa Affiliate, Carol Kenealy, Ames Community School District, 120 S. Kellogg, Ames, IA 50010, (515)239-3700.

16. NAPE, Region VII VP, Margo Bassinger, Community and Partnership Education, Millard Public Schools, 5606 South 147th St., Omaha, NE 68154, (402)895-8338.

17. National Society For Fundraising Executives, Nancy Bobo, (515)247-3248.

18. Office for Workforce Excellence, Department of Industry, Labor and Human Relations, Madison, WI, 201 E. Washington Ave., P.O. Box 7946, Madison, WI 53707, (608)266-0223 or FAX (608)267-0330.

19. Parent Teacher Association of Iowa, 610 Merle Hay Tower, Des Moines, IA 50310, (515)276-1019.

20. Partners in Vocational Technical Education, Doris Poindexter, (515)278-5025.

21. Regional Planning Boards for Vocational Education, Iowa Department of Education, Jim Fliehler, (515)281-4709.

22. Sheet Metal Contractors of Iowa, Inc., 1454 30th St., West Des Moines, IA 50265, Dennis Hogan, (515)223-6568.

23. South Central Iowa Federation of Labor, Labor Institute, 1435 N.E. 54th Ave., Des Moines, IA 50313, Twila Young Glenn, (515)265-7915.

24. South Central Iowa Federation of Labor, 2000 Walker St., Suite B, Des Moines, IA 50317, JTPA/Labor Liaison, Tom Glenn, (515)265-8309.

25. Society of Human Resource Managers, Nancy Lehmkuhl, Chapter Administrator, (515)964-0059.

26. Tech Prep, Department of Education, Vic Lundy/Roger Foelske, (515)281-4700.

27. University of Illinios, Vocational and Technical Education, 345 Education Building, 1310 S. Sixth St., Champaign, IL 61820, (217)333-0807 or FAX (217)244-5632.

28. U.S. Department of Labor, Bureau of Apprenticeship and Training, 210 Walnut St., Des Moines, IA 50309, Mike Harcourt, (515)284-4690.

29. VICA, Department of Education, Vic Lundy, (515)281-4722.

RESOURCES
Support Materials

1. American Society for Training and Development
   a. Training and Development, November, 1994, School-To-Work Transition, p. 32-43.

2. Amhert H. Wilder Foundation
   a. Collaboration What Makes it Work. A Review of Research Literature on Factors Influencing Successful Collaboration, Paul W. Mattessich, Ph.D and Barbara R. Monsey, M.P.H.

3. American Youth Policy Forum
   a. The American School-To-Career Movement: A Background Paper for Policy Makers and Foundation officers, Richard Mendel, 1994

4. InfoMedia, Inc.
   a. A Manager's Handbook to Partnerships: How to Set-Up, Run and Maintain Partnerships, Don Adams and Paul Snodgrass, 1990
   b. Partnerships in Education Journal, Box 210, Ellentown, FL 34222.

5. Institute for Educational Leadership
   a. School Lessons Work Lessons - Recruiting and Sustaining Employer Involvement in School-To-Work Programs, Irene Lynn and Joan Wills, 1994

6. Iowa Department of Education, Bureau of Technical and Vocational Education.
   a. Iowa Cooperative Vocational Education Handbook
   b. Legal Aspects of Workplace Learning

7. Kirkwood Community College
   a. Partnerships: Door to the Future for Community Colleges-a major report by Dr. Norm Nielsen, President

8. Los Angeles Area Tech Prep Consortium
   a. Partnering/Networking with Business and Community Agencies, 1994

9. National Alliance of Business
   a. America's Leaders Speak Out on Business-Education Partnerships: Proceedings and Recommendations from the Compact Institute/Business Leadership Forum.
   b. The Compact Project: Final Report, 1991
   c. The Compact Project School-Business Partnerships for Improving Education, 1989.
   d. The Fourth R Workforce Readiness: A Guide to Business-Education Partnerships, 1987.

RESOURCES

Support Materials

10. National Association of Partners in Education, Inc.
    a. Creating Successful Rural School/Community/Business Partnerships: Enhancement of Education for Special Needs Students, 1994

11. National 4-H Council and USDA Extension Service
    a. Preparing Youth for Employable Futures, 1993

12. National Tech Prep Network
    a. Tech Prep/School-To-Work: Making Students Work-Ready. Is Your Business Involved?, 1994

13. Office for Workforce Excellence, Department of Industry, Labor and Human Relations, Madison, WI.
    a. Action Planning Guide for Local Communities, 1993.

14. Technical Assistance for Special Populations Program (TASPP) University of Illinois.
    a. Annotated Resource List: School-Business Partnerships, 1992.

15. U.S. Department of Labor, Washington, D.C.
    a. SCANS Blueprint for Action: Building Community Coalitions.

16. William T. Grant Foundation Commission on Youth and America's Future
    a. Youth Apprenticeship in America: Guidelines for Building an Effective System, 1992

17. Youth Policy Institute
    a. Youth Policy - The Status of Proposed Policy Solutions Relating to Youth. One Goal - Creating a Successful, Comprehensive, School-To-Work System - Three Solutions Volume 15 and 16, Number 12 and 1.

Iowa Council on Vocational Education

1

Governor Appointed Council

The State Council on Vocational Education is a separate state agency established under the auspices of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

2

13 Members

The State Council is composed of 13 members appointed by the Governor. Seven members represent the private sector interests of agriculture, business, industry, and labor.

3

Mandates

The Council is mandated to offer recommendations to ensure the availability and quality of vocational education in Iowa.

4

Address

1209 E. Court
Executive Hills West, Suite 305
Des Moines, Iowa 50319
(515)281-3723